



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

East Highway 160, Rt. 98, Shonto, AZ 86054

Shonto Governing Board of Education, Inc.

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2004-05	Performing
2003-04	Performing
2002-03	Underperforming

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mrs. Veronica Klain
 Schedule : 07:00 AM to 05:00 PM
 Grades : K-8
 2005 Enrollment : 499
 Web Address : www.shonto.bia.edu
 Phone Number : (928) 672-2652
 Fax Number : (928) 672-2688
 E-mail : vrklain@mail.shonto.bia.edu

Mission

It is our mission to become and remain the finest school district in the State of Arizona and on the Navajo Nation by insuring that each student becomes all that he or she is capable of being while respecting cultural and traditional values.

No Child Left Behind

Adequate Yearly Progress (b)

2004-05	Met
2003-04	Not Met
2002-03	Not Met

School Improvement Status (b)

2004-05	N/A
2003-04	N/A
2002-03	N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Full implementation of math, language arts and social studies curricula based upon quality schools standards-based model during 2004-05 school year.
- ü Based upon standardized test results students in all categories and grade levels will achieve adequate yearly progress in math, reading and writing.
- ü The percentage of students taking the state standardized test will equal or exceed the school's annual daily attendance for the 2004-05 school year.

Enrollment

October 1, 2004 School Year Student Enrollment : 505
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 499

Instructional Programs

- Ü Standards-Based Quality Schools Model
- Ü Full-Day Kindergarten
- Ü Special Education Inclusionary Model
- Ü Gifted & Talented Classes
- Ü Intervention Time
- Ü After school Tutoring

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/15/2005
Last Day of School :	6/7/2006

Shared Responsibilities

School

It is the responsibility of Shonto Preparatory School to nurture personal, cultural, and academic growth for all of our students. By providing effective instructional approaches, we will constantly work to improve student achievement.

Parents

It is the responsibility of parents to provide a home environment that promotes academic and social advancement. This environment includes involvement in their child's school life and constant encouragement to strive for personal success.

Transportation Policy

Our buses are used to transport children to and from school. Though not obligated, we choose to do so for the convenience of our students. Riding a bus is a privilege that may be denied for cause, if a student endangers the welfare of others.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü National Recognition from the Library of Congress	2004

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	54	54	79306	100	100	99	412	412	445	22	22	10	31	31	18	45	45	51	2	2	20
All Students (Prior Year)	57	57	75509	98	98	100	433	433	521	100	100	13	0	0	23	0	0	33	0	0	31
Female	26	26	38691	100	100	99	411	411	446	24	24	10	36	36	18	36	36	52	4	4	20
Male	28	28	40583	100	100	99	412	412	445	19	19	11	27	27	18	54	54	50	0	0	21
African American	--	--	4041	--	--	99	--	--	426	--	--	17	--	--	23	--	--	50	--	--	10
Hispanic	--	--	32869	--	--	99	--	--	429	--	--	15	--	--	25	--	--	51	--	--	10
Asian/Pacific Islander	--	--	1935	--	--	99	--	--	474	--	--	3	--	--	9	--	--	48	--	--	40
American Indian/Alaskan Native	54	54	4264	100	100	100	412	412	419	22	22	19	31	31	30	45	45	45	2	2	6
White	--	--	36197	--	--	99	--	--	463	--	--	5	--	--	11	--	--	53	--	--	31
Students with Disabilities	NC	NC	10321	NC	NC	100	NC	NC	389	NC	NC	30	NC	NC	27	NC	NC	34	NC	NC	9
Students without Disabilities	47	47	69060	100	100	98	417	417	454	18	18	7	30	30	17	50	50	54	2	2	22
Limited English Proficient Students	NC	NC	15509	NC	NC	100	NC	NC	406	NC	NC	20	NC	NC	30	NC	NC	45	NC	NC	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	NC	NC	39415	NC	NC	96	NC	NC	431	NC	NC	15	NC	NC	25	NC	NC	50	NC	NC	10
Non-Economically Disadvantaged	51	51	39966	96	96	100	413	413	459	20	20	6	31	31	12	47	47	52	2	2	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	54	54	79395	100	0	99	420	420	446	16	16	9	45	45	25	39	39	55	0	0	11
All Students (Prior Year)	56	56	75492	97	97	100	465	465	519	100	100	12	0	0	16	0	0	47	0	0	24
Female	26	26	38743	100	0	100	424	424	451	12	12	7	48	48	24	40	40	57	0	0	12
Male	28	28	40618	100	0	99	417	417	440	19	19	11	42	42	27	38	38	53	0	0	9
African American	--	--	4052	--	--	100	--	--	434	--	--	11	--	--	29	--	--	54	--	--	6
Hispanic	--	--	32915	--	--	99	--	--	426	--	--	15	--	--	35	--	--	47	--	--	4
Asian/Pacific Islander	--	--	1936	--	--	99	--	--	468	--	--	3	--	--	14	--	--	63	--	--	19
American Indian/Alaskan Native	54	54	4271	100	0	100	420	420	420	16	16	15	45	45	42	39	39	41	0	0	2
White	--	--	36221	--	--	99	--	--	465	--	--	4	--	--	15	--	--	63	--	--	17
Students with Disabilities	NC	NC	10331	NC	NC	100	NC	NC	388	NC	NC	25	NC	NC	37	NC	NC	34	NC	NC	4
Students without Disabilities	47	47	69139	100	0	99	428	428	454	9	9	7	45	45	24	45	45	58	0	0	11
Limited English Proficient Students	NC	NC	15545	NC	NC	100	NC	NC	399	NC	NC	21	NC	NC	42	NC	NC	35	NC	NC	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	NC	NC	39484	NC	NC	96	NC	NC	429	NC	NC	14	NC	NC	35	NC	NC	47	NC	NC	4
Non-Economically Disadvantaged	51	51	39986	96	0	100	422	422	461	14	14	4	45	45	16	41	41	63	0	0	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	54	54	78869	100	100	99	450	450	442	4	4	6	12	12	21	78	78	63	6	6	10
All Students (Prior Year)	56	56	75053	97	97	99	NA	NA	597	NA	NA	7	NA	NA	12	NA	NA	72	NA	NA	9
Female	26	26	38536	100	100	99	470	470	458	0	0	4	4	4	15	88	88	67	8	8	14
Male	28	28	40302	100	100	99	431	431	428	8	8	8	19	19	26	69	69	60	4	4	7
African American	--	--	4015	--	--	99	--	--	430	--	--	8	--	--	24	--	--	61	--	--	7
Hispanic	--	--	32606	--	--	98	--	--	426	--	--	8	--	--	27	--	--	60	--	--	5
Asian/Pacific Islander	--	--	1925	--	--	99	--	--	471	--	--	3	--	--	11	--	--	64	--	--	22
American Indian/Alaskan Native	54	54	4245	100	100	100	450	450	423	4	4	9	12	12	26	78	78	61	6	6	4
White	--	--	36078	--	--	99	--	--	459	--	--	4	--	--	16	--	--	66	--	--	14
Students with Disabilities	NC	NC	10246	NC	NC	100	NC	NC	367	NC	NC	18	NC	NC	39	NC	NC	40	NC	NC	4
Students without Disabilities	47	47	68697	100	100	98	467	467	454	0	0	4	7	7	18	86	86	67	7	7	11
Limited English Proficient Students	NC	NC	15339	NC	NC	100	NC	NC	399	NC	NC	11	NC	NC	31	NC	NC	54	NC	NC	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	NC	NC	39106	NC	NC	95	NC	NC	427	NC	NC	8	NC	NC	28	NC	NC	59	NC	NC	5
Non-Economically Disadvantaged	51	51	39837	96	96	100	449	449	457	4	4	4	12	12	14	78	78	67	6	6	15

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	58	58	78906	100	100	99	455	455	498	40	40	13	37	37	19	21	21	48	2	2	20
All Students (Prior Year)	55	55	76019	98	98	100	440	440	499	42	42	14	55	55	39	0	0	14	3	3	33
Female	32	32	38644	100	100	99	456	456	500	39	39	12	42	42	19	16	16	49	3	3	19
Male	26	26	40236	100	100	99	454	454	497	42	42	15	31	31	19	27	27	46	0	0	20
African American	--	--	4087	--	--	99	--	--	481	--	--	20	--	--	24	--	--	45	--	--	11
Hispanic	--	--	31938	--	--	99	--	--	481	--	--	19	--	--	25	--	--	46	--	--	10
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	536	--	--	5	--	--	8	--	--	45	--	--	42
American Indian/Alaskan Native	58	58	4593	100	100	100	455	455	467	40	40	26	37	37	29	21	21	39	2	2	6
White	--	--	36483	--	--	99	--	--	517	--	--	7	--	--	13	--	--	51	--	--	30
Students with Disabilities	NC	NC	10664	NC	NC	100	NC	NC	430	NC	NC	42	NC	NC	27	NC	NC	26	NC	NC	5
Students without Disabilities	56	56	68310	98	98	98	456	456	509	40	40	9	36	36	18	22	22	51	2	2	22
Limited English Proficient Students	NC	NC	12573	NC	NC	100	NC	NC	454	NC	NC	27	NC	NC	30	NC	NC	38	NC	NC	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	NC	NC	38679	NC	NC	96	NC	NC	483	NC	NC	20	NC	NC	25	NC	NC	45	NC	NC	10
Non-Economically Disadvantaged	50	50	40295	86	86	100	455	455	513	39	39	7	39	39	13	20	20	50	2	2	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	58	58	78908	100	0	99	451	451	484	16	16	10	56	56	23	28	28	58	0	0	9
All Students (Prior Year)	57	57	76020	100	100	100	479	479	503	73	73	25	12	12	23	15	15	40	0	0	12
Female	32	32	38648	100	0	99	456	456	489	13	13	8	55	55	22	32	32	61	0	0	10
Male	26	26	40233	100	0	99	445	445	479	19	19	12	58	58	25	23	23	55	0	0	8
African American	--	--	4092	--	--	99	--	--	473	--	--	12	--	--	28	--	--	54	--	--	5
Hispanic	--	--	31940	--	--	99	--	--	465	--	--	16	--	--	32	--	--	49	--	--	3
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	507	--	--	4	--	--	13	--	--	65	--	--	18
American Indian/Alaskan Native	58	58	4569	100	0	100	451	451	457	16	16	18	56	56	39	28	28	41	0	0	2
White	--	--	36502	--	--	99	--	--	502	--	--	4	--	--	14	--	--	67	--	--	15
Students with Disabilities	NC	NC	10665	NC	NC	100	NC	NC	423	NC	NC	30	NC	NC	36	NC	NC	31	NC	NC	2
Students without Disabilities	56	56	68312	98	0	98	451	451	493	16	16	7	56	56	21	27	27	62	0	0	10
Limited English Proficient Students	NC	NC	12556	NC	NC	100	NC	NC	436	NC	NC	24	NC	NC	40	NC	NC	35	NC	NC	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	NC	NC	38662	NC	NC	96	NC	NC	468	NC	NC	16	NC	NC	32	NC	NC	49	NC	NC	3
Non-Economically Disadvantaged	50	50	40315	86	0	100	453	453	498	16	16	5	53	53	15	31	31	66	0	0	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	58	58	78750	100	100	99	499	499	500	5	5	6	30	30	29	63	63	63	2	2	2
All Students (Prior Year)	55	55	75673	98	98	100	474	474	530	27	27	12	35	35	25	38	38	58	0	0	4
Female	32	32	38586	100	100	99	500	500	515	3	3	4	32	32	22	61	61	71	3	3	3
Male	26	26	40135	100	100	99	497	497	486	8	8	8	27	27	35	65	65	56	0	0	1
African American	--	--	4081	--	--	99	--	--	488	--	--	8	--	--	32	--	--	59	--	--	2
Hispanic	--	--	31841	--	--	99	--	--	483	--	--	8	--	--	36	--	--	55	--	--	1
Asian/Pacific Islander	--	--	1802	--	--	98	--	--	533	--	--	2	--	--	16	--	--	75	--	--	7
American Indian/Alaskan Native	58	58	4586	100	100	100	499	499	481	5	5	8	30	30	37	63	63	54	2	2	1
White	--	--	36440	--	--	99	--	--	516	--	--	3	--	--	22	--	--	71	--	--	4
Students with Disabilities	NC	NC	10622	NC	NC	100	NC	NC	415	NC	NC	21	NC	NC	50	NC	NC	28	NC	NC	1
Students without Disabilities	56	56	68196	98	98	98	504	504	513	4	4	3	29	29	25	65	65	69	2	2	3
Limited English Proficient Students	NC	NC	12504	NC	NC	100	NC	NC	451	NC	NC	12	NC	NC	44	NC	NC	43	NC	NC	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	NC	NC	38558	NC	NC	96	NC	NC	485	NC	NC	8	NC	NC	37	NC	NC	54	NC	NC	1
Non-Economically Disadvantaged	50	50	40260	86	86	100	497	497	514	6	6	3	31	31	21	61	61	72	2	2	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	71	71	78250	100	100	99	511	511	548	44	44	21	33	33	18	23	23	48	0	0	13
All Students (Prior Year)	59	59	75001	94	94	99	426	426	468	78	78	37	20	20	36	3	3	16	0	0	10
Female	33	33	38071	100	100	99	501	501	549	48	48	20	40	40	19	12	12	49	0	0	12
Male	37	37	40126	97	100	99	519	519	547	40	40	23	29	29	17	31	31	46	0	0	14
African American	--	--	4058	--	--	99	--	--	523	--	--	32	--	--	22	--	--	41	--	--	5
Hispanic	--	--	29129	--	--	99	--	--	527	--	--	32	--	--	23	--	--	40	--	--	6
Asian/Pacific Islander	--	--	1747	--	--	100	--	--	589	--	--	9	--	--	9	--	--	50	--	--	32
American Indian/Alaskan Native	71	71	4996	100	100	100	511	511	518	44	44	36	33	33	25	23	23	36	0	0	4
White	--	--	38320	--	--	99	--	--	568	--	--	12	--	--	14	--	--	55	--	--	19
Students with Disabilities	NC	NC	9329	NC	NC	100	NC	NC	454	NC	NC	64	NC	NC	18	NC	NC	16	NC	NC	2
Students without Disabilities	64	64	68996	98	100	99	517	517	561	37	37	16	37	37	18	26	26	52	0	0	14
Limited English Proficient Students	NC	NC	10133	NC	NC	100	NC	NC	488	NC	NC	45	NC	NC	25	NC	NC	28	NC	NC	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	NC	NC	33388	NC	NC	94	NC	NC	530	NC	NC	32	NC	NC	22	NC	NC	40	NC	NC	5
Non-Economically Disadvantaged	68	68	44937	99	99	100	512	512	561	41	41	13	34	34	15	24	24	54	0	0	18

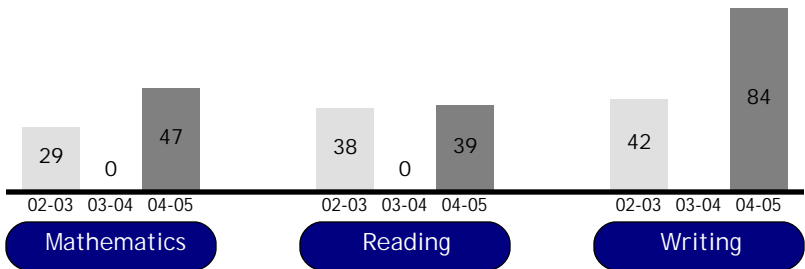
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	71	71	78302	100	0	99	477	477	512	20	20	11	56	56	25	25	25	57	0	0	7
All Students (Prior Year)	59	59	74918	94	94	99	470	470	497	50	50	32	41	41	19	6	6	35	3	3	15
Female	33	33	38082	100	0	99	474	474	518	20	20	8	56	56	24	24	24	61	0	0	7
Male	37	37	40166	97	0	99	479	479	507	20	20	14	54	54	26	26	26	54	0	0	6
African American	--	--	4064	--	--	100	--	--	498	--	--	14	--	--	29	--	--	54	--	--	3
Hispanic	--	--	29152	--	--	99	--	--	492	--	--	17	--	--	34	--	--	46	--	--	2
Asian/Pacific Islander	--	--	1746	--	--	100	--	--	542	--	--	5	--	--	13	--	--	66	--	--	16
American Indian/Alaskan Native	71	71	4993	100	0	100	477	477	484	20	20	19	56	56	38	25	25	42	0	0	1
White	--	--	38347	--	--	99	--	--	531	--	--	5	--	--	17	--	--	68	--	--	10
Students with Disabilities	NC	NC	9353	NC	NC	100	NC	NC	429	NC	NC	40	NC	NC	38	NC	NC	22	NC	NC	1
Students without Disabilities	64	64	69024	98	0	99	480	480	524	15	15	7	59	59	23	26	26	62	0	0	7
Limited English Proficient Students	NC	NC	10140	NC	NC	100	NC	NC	451	NC	NC	28	NC	NC	43	NC	NC	29	NC	NC	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	NC	NC	33398	NC	NC	94	NC	NC	495	NC	NC	18	NC	NC	35	NC	NC	46	NC	NC	2
Non-Economically Disadvantaged	68	68	44979	99	0	100	477	477	525	21	21	6	53	53	18	26	26	66	0	0	10

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	71	71	78094	100	100	99	527	527	545	3	3	3	23	23	18	74	74	77	0	0	2
All Students (Prior Year)	58	58	74503	92	92	99	451	451	491	13	13	9	47	47	32	39	39	51	0	0	8
Female	33	33	38025	100	100	99	532	532	558	4	4	2	8	8	13	88	88	82	0	0	2
Male	37	37	40013	97	100	99	523	523	534	3	3	5	34	34	23	63	63	71	0	0	1
African American	--	--	4037	--	--	99	--	--	532	--	--	4	--	--	22	--	--	73	--	--	1
Hispanic	--	--	29068	--	--	99	--	--	523	--	--	5	--	--	27	--	--	67	--	--	1
Asian/Pacific Islander	--	--	1743	--	--	100	--	--	577	--	--	2	--	--	9	--	--	82	--	--	8
American Indian/Alaskan Native	71	71	4981	100	100	100	527	527	526	3	3	4	23	23	25	74	74	70	0	0	0
White	--	--	38265	--	--	99	--	--	564	--	--	2	--	--	11	--	--	84	--	--	3
Students with Disabilities	NC	NC	9275	NC	NC	100	NC	NC	444	NC	NC	14	NC	NC	46	NC	NC	39	NC	NC	1
Students without Disabilities	64	64	68892	98	100	98	539	539	559	0	0	2	17	17	14	83	83	82	0	0	2
Limited English Proficient Students	NC	NC	10084	NC	NC	100	NC	NC	474	NC	NC	10	NC	NC	39	NC	NC	50	NC	NC	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	NC	NC	33296	NC	NC	94	NC	NC	527	NC	NC	5	NC	NC	27	NC	NC	67	NC	NC	0
Non-Economically Disadvantaged	68	68	44871	99	99	100	527	527	559	3	3	2	22	22	12	74	74	84	0	0	3

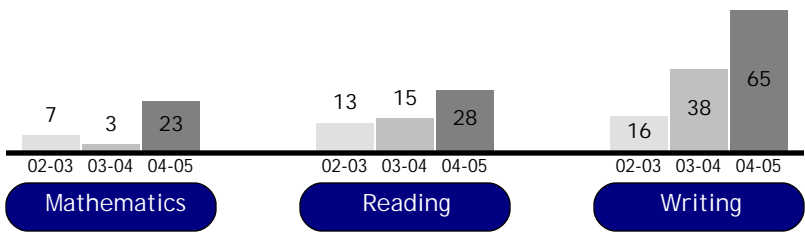
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

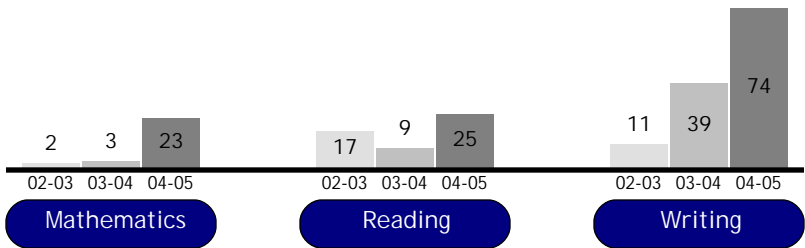
3rd Grade Proficiency



5th Grade Proficiency



8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	100	22	22	50	63	26	NA	58	93	31	31	47
	Language	98	10	10	43	72	15	15	50	93	38	38	47
	Mathematics	98	15	15	57	72	19	19	64	93	29	29	50
3	Reading	98	22	22	47	98	20	NA	55	100	29	29	44
	Language	98	41	41	54	96	39	39	61	100	31	31	44
	Mathematics	98	40	40	54	100	25	25	61	100	30	30	51
4	Reading	98	12	12	52	98	21	NA	56	100	22	22	48
	Language	100	21	21	48	100	32	32	52	100	22	22	49
	Mathematics	98	29	29	57	100	38	38	61	100	28	28	53
5	Reading	94	19	19	50	75	24	NA	55	100	30	30	50
	Language	98	18	18	46	93	24	24	49	100	31	31	50
	Mathematics	100	29	29	57	95	32	32	63	100	29	29	49
6	Reading	92	19	19	53	96	21	NA	56	100	28	28	51
	Language	100	17	17	45	100	16	16	48	100	23	23	47
	Mathematics	98	37	37	62	100	30	30	66	100	26	26	52
7	Reading	91	29	29	51	90	15	NA	54	100	29	29	50
	Language	100	30	30	54	96	18	18	58	100	28	28	52
	Mathematics	100	37	37	58	96	27	27	62	100	29	29	50
8	Reading	100	24	24	53	97	32	NA	55	100	37	37	51
	Language	98	22	22	49	98	24	24	52	100	34	34	50
	Mathematics	100	34	34	58	100	39	39	61	100	33	33	53

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

K-8 Shonto Preparatory School

School Site Council

Council Composition

- 2 School Administrator(s)
- 2 Non-certified Employee(s)
- 4 Teacher(s)
- 2 Parent(s)
- 3 Community Member(s)
- 4 Student(s)

Council Duties

- Ü Monitor School Improvement Process
- Ü Review Curriculum Implementation
- Ü Discuss School Safety Issues
- Ü Express Budgetary Priorities/Concerns

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.50	Teacher	43.00
Other Professional Staff	8.00	Teacher Aide	12.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	11	7	1	0
4 to 6 years	3	2	0	0
7 to 9 years	7	12	0	0
10 or more years	0	0	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	29
Teachers with Emergency Certificaton.	2
Percent of teachers in the school with Emergency/Provisional Certification	4%
Percent of core classes not taught by Highly Qualified Teachers	10%

Resources Available at School Site

Special Facilities

- Ü Computer Lab/Classroom
- Ü Parent as Educator Center
- Ü Library
- Ü Two Gymnasiums

Extracurricular Activities

- Ü National Junior Honor Society
- Ü Interscholastic Athletic Programs
- Ü After School Tutoring
- Ü 21st Century Grant Program
- Ü Student Council
- Ü Saturday Math & Science Academies
- Ü Chess Club
- Ü 4- H Club

Social Services

- Ü Baby Face Prenatal/Parenting Assistance
- Ü GED/ABE/Comm. College Crs.
- Ü 2 Social Worker on Staff
- Ü IHS Health Clinic on Campus

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Seventy-five percent of our students made significant improvements in the area of Language Arts for the 2004-05 school year.
- ü National recognition from the Library of Congress of our students contributions to the Arizona Heritage Project with their cultural and social history of Shonto.
- ü Standards-based curricula for language arts and social studies developed and now ready for implementation in fall 2004.
- ü Our Science program produced 15 award winning projects at the Arizona Native American Science Fair in Spring 2005.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	99	95	94	95
Transfers Out Rates ⁵	12	12	12	17
Transfers In Rate ⁶	17	28	28	37
Stability Rate ⁷	87	87	87	82
Promotion Rate ⁸	69	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	0	0	1	6
Status Unknown ¹¹	0	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

The Navajo Nation Comprehensive Health Grant was used to encourage healthy living styles by our students by promoting exercise activities and bringing in special presentations on healthy life choices. Administrative staff had initial training on implementing the BEST program, a BIA-sponsored initiative to standardize discipline procedures among schools and promote a safer environment. Our social worker expanded her training to improve her ability to handle emotional crises among our students.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

1

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Mrs. Veronica Klain	(928) 672-2652
Transportation Policy	Mr. Paul Huber	(928) 672-2652
Community Resources	Mrs. Esther Klain	(928) 672-2652
School Nutrition Programs	Ms. Marjorie Laughter	(928) 672-2652
Parent Organization	Mrs. Jamie Nodestine	(928) 672-2337
Student Health/Nurse	Mrs. Sophinia Tsosie	(928) 672-2652

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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